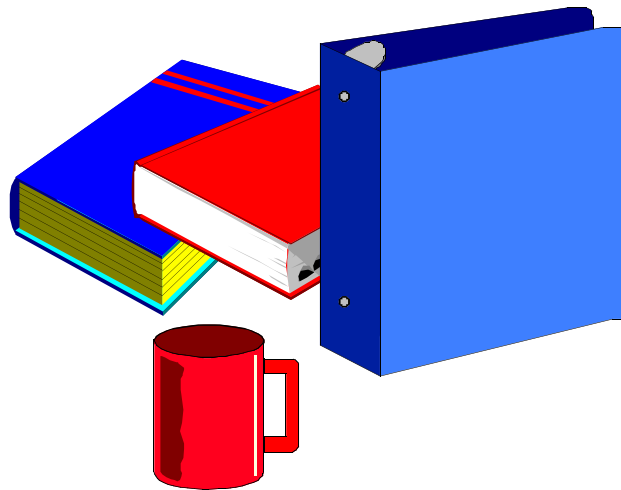


**Direct Support Professional Training
Year 1**

Teacher's Resource Guide



Session #2 Communication

**California Department of Education
and the
Regional Occupational Centers and Programs
in partnership with the
Department of Developmental Services**

1999

List of Class Sessions

Session	Topic	Time
1	Introduction, Overview of Developmental Disabilities, Values, Diversity	2 hours
2	Communication	3 hours
3	Wellness: Nutrition, Exercise and Safety	3 hours
4	Wellness: Medications	3 hours
5	Wellness: Responding to Individual Needs	3 hours
6	Positive Behavior Support	3 hours
7	Teaching Strategies: Relationships, Task Analysis and Prompts	3 hours
8	Teaching Strategies: Positive Feedback and Natural Times to Teach	3 hours
9	Daily Living	3 hours
10	Individual Rights, Laws and Regulations	3 hours
11	Leisure and Recreation	3 hours
12	Competency Test	3 hours
	Total Class Sessions	12
	Total Class Time	35 hours

Session: 2
Topic: Communication

Core Objectives: Upon completion of this module, the DSP should be able to:

- C-1 Demonstrates knowledge of various means of effective communication.
- C-2 Demonstrates effective communication skills.
- C-3 Demonstrates the ability to modify his/her communication to ensure understanding.
- C-4 Encourages and support problem solving and coping skills.

Time:	<i>Review of Homework Assignment #1</i>	5 minutes
	<i>Key Words</i>	2 minutes
	<i>Review Questions</i>	5 minutes
	<i>The Importance of Communication</i>	38 minutes
	<i>Active Listening</i>	25 minutes
	<i>Nonverbal Communication</i>	20 minutes
	 <i>Break</i>	 15 minutes
	 <i>Speech and Communications Disorders</i>	 10 minutes
	<i>Tips for Supporting Communication</i>	15 minutes
	<i>Creating Other Ways to Communicate</i>	
	<i>(Homework Assignment #2)</i>	40 minutes
	<i>Homework Assignment</i>	5 minutes
	 Total Time	 180 minutes

Materials:

- Overhead Projector or LCD Projector with compatible laptop computer and PowerPoint application;
- Hard copy of overheads or disk with PowerPoint presentation;
- *Resource Guide* for all class participants;
- Post-it TM notes, index cards, markers, glue sticks, hole punch, string, magazines, several statements for gesture activity, photographs from homework assignment
- Easel and paper or white board
- Candy lollipops in different color wrappings
- Newspaper article
- Two statements to pass around the room

Preparation

Instructor should read over the presentation outline becoming thoroughly familiar with the information and instructions for presentation. The information could be presented verbatim or paraphrased as long as the essential information is conveyed.

Review of Homework Assignment

Do

Show overhead #1

Say

Welcome to Session #2, Communication

We'll review Homework Assignment #1 right now and we'll use Assignment #2 in an activity after the break.

For discussion, ask

What did you find out about your team?

What's the size of your team?

How about the goal?

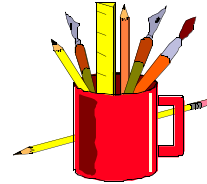
How well does your team work together?

How about some accomplishments?

How does it feel to be a member of the team?

Your Presentation Notes

Session 2: Communication



Session #2, Overhead 1

As a direct support professional, you are a member of a team at the home where you work. Read through this assignment and think about while you work for the next few days, then sit down and answer the following questions or complete it with your co-workers.

1. Members and Roles. Who is on your team? Your co-workers, supervisor, the people you work with, family members, regional center staff, licensing workers? Who else? What are their roles (for example, *helps with planning activities, parent, does the paperwork, supervisor, service coordinator*)?

[illegible]

2. Goal. Based on what you see and the work that you do, what is the goal of your team?

3. Working together. How does your team work well together and what could it do better?

4. Accomplishments. What does the team accomplish?

5. How does it feel to be member of this team?

A question that wasn't on your assignment, how could your team work better?

After discussion, say

As we talked about in our last class, teamwork is important to meet the goal of providing good services and supports. Today, we're going to talk about how we can work together better through better communication with the people we support.

Key Words

Do

Show overhead #2

Say

In the front of your resource packet, you will find a list of key words that you will hear a lot during today's session. They are:

- Verbal and Nonverbal Communication
- Communication and Behavior
- Active Listening
- Speech and Language Disorders
- Communication Systems

Your Presentation Notes

Key Words

- Verbal and Nonverbal Communication
- Communication and Behavior
- Active Listening
- Speech and Language Disorders
- Communication Systems

Session #2, Overhead 2

Review Questions

Do

Show overhead #3

Say

In addition to the key words, there are some important points to remember from today's sessions. As always, you will find those points summarized in the review questions. Those questions are in your resource packet right after the key words. The review questions for today are:

1. What are some of the reasons we communicate?
2. Can you describe some of the barriers to effective communication for people with developmental disabilities?
3. What are the three components of all communication?
4. What are some examples of non-verbal communication?
5. What are behaviors that show you that a person has an interest in socializing in some way?
6. What are some types of communication systems? What are the advantages or disadvantages of each of those systems?

Your Presentation Notes

In-Class Review

- Why communicate?
- Communication barriers?
- Basic components?
- Nonverbal communication?
- Types of communication systems?
- Importance?
- What is active listening?

Session #2, Overhead 3

7. Why is communication so important to people with developmental disabilities? What are some ways that you can assist people with communication?
8. What are the elements of active listening?

The Importance of Communication to the DSP

Do

Show Overhead #4

Say

Before we get much further, let's review something we talked about during our last session. Remember that we are looking at people as individuals, so let's be careful to use "people first" language, and try not to put people into groups.

Do

On the easel pad, write the word "communication." Pass out a Post it™ note to each person in the class.

Say

Since the topic for today is communication, it would be helpful to start with a definition of communication. Could each of you write your own brief definition of communication and stick it on the board?

Your Presentation Notes

**People First,
Disabilities Are
Second**



Session #2, Overhead 4

Do

Read, or have someone in the class read, the definitions. As they are read, note which ones clearly show that at least two people are needed for communication to happen.

Say

In order for people to communicate, there needs to be someone to communicate WITH. If we want someone to know how we are feeling, there needs to be someone to give the information TO.

Now that we know WHAT communication is, what are some of the reasons we communicate?

Do

Show overhead #5

Give an example of how each of these might happen in their work with people:

Reasons for communicating:

Giving information

Getting information

Expressing feelings

Helping with problem solving

Teaching

Socializing

Persuading

Making decisions

Building relationships

Your Presentation Notes

**Reasons for
Communicating**

- Giving/getting information
- Expressing feelings
- Problem solving
- Teaching
- Socializing
- Persuading
- Making decisions
- Building relationships

Session #2, Overhead 5

Your Presentation Notes

Giving and getting information - This could mean staff at other programs the individual attends, and comparing how each of you respond to that person. It might also mean giving information to parents or family members about a person's progress, or letting the regional center know about an unusual incident. Or it could mean asking everyone in the program his or her opinion on an activity before deciding what to do. Or checking with the regional center, your administrator, and the family before changing the way in which you approach an Individual Program Plan (IPP) objective.

Expressing feelings - People may want you to know when they have had a great day, or when they are feeling bad.

Helping with problem solving - You may need to communicate with two people at your program to work out problems and to help those people to solve their own issues.

Teaching – You will be teaching people how to gain skills, either hygiene skills, or cooking or taking care of their money, and about how to make their needs known.

Socializing - This is how we get to know other people – by finding out what the other person likes, and doing things together.

Persuading – This is where we want to have someone see things the way that we do. This could mean getting a person to wear different clothing than he/she has chosen because the weather makes their choice inappropriate. Or it could mean getting your supervisor to consider additional funds to take two people on a shopping trip.

Decision-making – You would be communicating with a number of people on how to best make a decision that affects people in your program. Maybe you are trying to figure out the best way to deal with the behavior of someone in your program. There might be communication among the staff, the consultants, other programs, and the regional center so that the best decision can be made.

Building relationships – You communicate with friends, with people where you work and with the people you support. What relationship would happen without some form of communicating?

Your Presentation Notes

In spite of our communication skills, we all have a difficult time communicating clearly. Sometimes people don't understand what we are saying; sometimes they don't want to hear what we are saying. We will be learning how to communicate better in this class. There are three parts to all communication:

Do

Show overhead #6

Sender
Message
Receiver

Say

Sometimes the message gets messed up and the person we are talking to doesn't understand our words. So we have to rely on our nonverbal communication to get our message across.

Do

Pass out lollipops (with different colored wrappers) to each person.

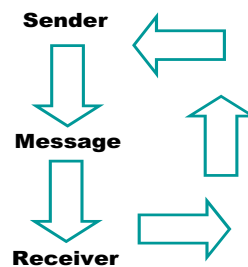
Say

Please get into groups with those who have the same color of lollipop wrapper as you. You may not use any words or sounds.

After people find their group by the color of their lollipop wrapping, ask how they felt about not being able to talk and how they

Your Presentation Notes

All Communications Have



Session #2, Overhead 6

found their groups. Ask people how they were able to communicate with others? Make the point that although a person may understand a command, he or she may not choose to cooperate. He or she may not be interested in the activity.

What are some ways that you communicated?

Do

Show overhead #7

Nonverbal communication

Facial expression

Gestures

Volume of voice

Space between people

Facial expression – you may be able to tell what a person is feeling by their facial expression. Usually a smile means the person is happy. And you know the face of a person who is in pain.

Gestures – Can any of you give an example of gestures we all understand? Class might say: putting hands up as if to say “I don’t know,” or “yes” or “no” or “Come closer, please.”

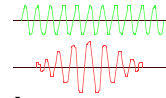
Volume of voice – We usually know how a person is feeling if they are yelling, or if they are talking very softly

Your Presentation Notes

Nonverbal Communication

● Facial expression

● Gestures



● Volume of voice

● Space between people

Session #2, Overhead 7

Space between people – Close spaces between people usually means the people know each other well. Most of us try to stay about an arm's length away from the person we are talking to.

Note: An alternative exercise is to make cards in a variety of categories with enough for each person in the class. There could be a group of cars, a group of TV shows, a group of colors, a group of fast food restaurants. People are asked to find their group without using words.

Not all communication is easy to understand. Sometimes the people we support do not say what they mean, and sometimes the way they behave means more.

Do

Show overhead #8

What behavior communicates

What I want

Requesting affection

Requesting object ("I want")

Requests assistance ("I want your help")

Indicating preference or choice ("I want this")

What I don't want

Rejecting object or assistance ("I don't want that")

Your Presentation Notes

What Behavior Communicates

- **What I want**

- Affection
- Object
- Assistance
- Preference or choice

- **What I don't want**

- Rejecting object
- Rejecting services/assistance

- **I want attention**

- Expressing feelings

Session #2, Overhead 8

Rejecting services or assistance ("I don't want your help")

I want attention

Expressing feelings

Say

Are there other ways in which our behavior communicates something? How about when we make choices?

There are also some ways that behavior helps us to get along with others. Here are some social skills that help people to communicate.

Do

Show overhead #9

Social skills that help communication

Reason:

Example

Showing attention to partner, object or event:
Turn toward person walking in

Providing information:
Asked if thirsty, smiles

Requesting information:
Points to picture with puzzled look

Responds to name:
Makes a sound when called

Greets:
Lifts head and looks at person

Says goodbye
Waves

Your Presentation Notes

Social Skills that Help

Reason	Example
Show attention	Turn to person walking in
Provide information	Asked if thirsty, smiles
Requesting information	Point with puzzled look
Responds to name	Makes sound when called
Greets	Lifts head and looks
Says goodbye	Waves
Directs attention to self	Waves arms, repeats when someone looks
Directs attention for communication	Points to mouth, is thirsty

Session #2, Overhead 9

Directs attention to self:
Waves arms, repeats when someone looks

Directs attention for communication:
Points to mouth, is thirsty

Say

The DSP has to be very good at really listening to what the person is trying to say, even when the person doesn't always make that easy. Your job is a difficult one, because you have to really figure out what the person is trying to say.

Active Listening

Say

Now we'll move to talking about Active Listening.

Listening is one of the most difficult skills to learn. We are taught from a very early age NOT to listen. Remember in first grade when the teacher would ask the class "Okay, can someone tell me a word that begins with..." and before she can even get the question out, hands go up around the classroom. And the child whose hand is raised first gets called on. So that child is rewarded for NOT listening.

Did you know that we can hear at a rate of 650 words per minute? The average person

Your Presentation Notes

talks at a rate of 150 words per minute. That leaves a lot of space in your brain for other information. Like making a shopping list, or thinking about something that happened at home. Did you ever find yourself thinking about how you will respond to a question before the question is asked? Have you ever asked someone the same question more than once, because you didn't remember that they had answered the question?

Do

Take out two messages that you have prepared on index cards.

For example:

The explorer found himself lost deep in the Amazon jungle surrounded by poisonous snakes, large spiders, flesh-eating fish and meat-eating birds.

I have to pick up milk and eggs at the store. We have run out again. This is the fifth time this month.

I'm a little worried about the weather this week. I don't like driving through the rain. And our roof really should be repaired.

(consider laminating the index cards for extended use)

Your Presentation Notes

Hand them to a person on each side of the room.

Say

The first person will read the message on that index card to the next person and return the message to me. The second person tells the next person what they heard and so on... you may not ask the person to repeat the message or ask any questions.

When complete, ask the end person to tell what they heard, and read the message as it started.

Ask

What could have helped us to get the message correctly through the line of people?

Do

Show overhead #10

Active Listening

Hear the words

Figure them out

Respond

Say

We all need to take the time to figure out the words we hear, even ask the person who said them if we heard correctly before we respond. That means that we have to pay very close attention to each word the person

Your Presentation Notes

Active Listening

- **Hear the words**
- **Figure them out**
- **Respond**



Session #2, Overhead 10

is saying. It's called active listening because it involves a lot of energy to do correctly.

Say

Now listen to this -

Do

Read an article (that you have previously clipped from the newspaper and for which you have prepared 10 easy questions, for example, *what was the title of the article?*). Then ask participants 10 questions about the article and ask them to write down their answers. Tell the class that you will go over all of the answers after you ask all of the questions. Once you have asked all of the questions, you can even promise a dollar to the person who gets them all right. Most people have stopped paying attention somewhere in the middle.

Ask

How many did you get right? What happens when we don't actively listen? For the people you work with, it means that someone may have missed an important thing they were trying to say. Really listening to what people have to say, how they say it, whether they use words or not is an important part of your job.

Break for 15 minutes

Your Presentation Notes

Speech and Communication Disorders

Say

What are some of the things that get in the way of communicating with the people we work?

Do

Show overhead #11

Barriers to Communication

Limited or no speech
Hearing loss
Poor control of muscles needed to produce speech, as with cerebral palsy
Damage to the part of the brain that controls speech
Difficult behaviors

When it's hard to make your needs known, it's also difficult to meet people, to do things you like to do, and may make a person behave in a negative way.

Before we figure out how to help people communicate, here's a little bit of information about the disorders that cause communication problems.

There are two kinds of communication disorders: Speech disorders and language disorders.

Your Presentation Notes

Barriers to Communication

- Limited or no speech
- Hearing Loss
- Poor muscle control
- Damage to part of brain that controls speech
- Difficult behaviors

Session #2, Overhead 11

Do

Show overhead #12

Types of Speech Disorders

Abnormal pitch

Abnormal quality

Excessive loudness

Incorrect articulation

Sometimes a speech disorder is caused by speech muscles that don't work, cleft palate, or from having no teeth. Incorrect articulation is a common speech disorder. You may hear a speech therapist for someone you support talk about this. Some sounds may be missed when a person is talking, like saying "nake" for "snake," or "moke" for "smoke." Or a person might say "dis" and "dat" instead of "this" and "that."

Language disorders are sometimes caused by damage to some area of the brain.

Do

Show overhead #13

Language Disorders

The ability to understand language (receptive) is limited

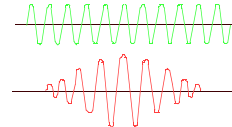
The ability to talk (expressive) is limited

The ability to talk (expressive) is limited for the person's age

Your Presentation Notes

Types of Speech Disorders

- Abnormal pitch
- Abnormal quality
- Excessive loudness
- Incorrect articulation



Session #2, Overhead 12

Language Disorders

- Ability to understand language (receptive) is limited
- Ability to talk (expressive) is limited
- Ability to talk (expressive) is limited compared to age

Session #2, Overhead 13

You may have someone you support who has something called aphasia. This means that the person has trouble with certain words or phrases, or has no language.

Let's talk about some ways we can support communication.

Do

Show overhead #14 & #15

Suggestions for Facilitating Communication

- Use words when the person feels something (sore, hurt, tired....)
 - Use all chances to identify objects in daily routine
 - As you assist the person (dressing, serving meal)
 - Point to pictures of objects in books, saying them distinctly
 - Point out objects while on walk, in car, at park, at store
 - Have person watch your mouth as you pronounce word
-
- Speak in short sentences when giving directions
 - Be sure to pronounce the entire word
 - Encourage progress in making sounds, pronouncing words
 - Be sure your movements are simple when teaching
 - Encourage people to use all of their senses
 - Listen carefully to what the person says or attempts to say

Your Presentation Notes

Communication Tips

- Use words when feeling something (hurt, tired....)
- Identify objects in daily routine
- When assisting (cooking....)
- Point to pictures or objects, say words distinctly
- Point out objects while on walk, in car, at park, at store
- Ask person to watch as you pronounce word

Session #2, Overhead 14

Communication Tips, continued

- Speak in short sentences when giving directions
- Be sure to pronounce entire word
- Encourage progress
- Make movement simple when teaching
- Encourage use of all senses
- Listen carefully to what person says or tries to say

Session #2, Overhead 15

Ask

Can anyone think of other tips? Others might include talking to people respectfully, waiting until the person speaks, demonstrating activities, repeating back to clarify.

Say

We have several ways that we can help people to communicate.

Do

Show overhead #16

Types of Communication Systems

Speech

Reading and Writing

Sign Language

Gesturing

Pictures

Communication Boards, Books and Cards

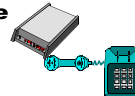
Say

Many of the people you support will have some way to communicate using speech, reading and writing. Sign language is being used a lot to help people with developmental disabilities. In your packet, you will find some information on fingerspelling using a manual alphabet. You will also find some examples of common words that can be signed using American Sign Language.

Your Presentation Notes

Communication Systems

- Speech
- Reading and Writing
- Sign Language
- Gesturing
- Pictures
- Communication Boards, Books and Cards



Session #2, Overhead 16

As a first step to learning sign language, the signer must be skilled at using gestures that are understood by others. We are going to have a chance to practice how well we do with gestures.

Do

Ask for volunteers to act out the requests on the papers using gestures only. These are statements that you have written up beforehand on index cards. This is similar to charades. For example:

I just joined the gym. Do you work out?

Can you help me find the jewelry store in the mall?

What do you do for a living? Do you like your job?

I love to play basketball. I would like to find a team.

My car battery is dead. Can you give me a jump start?

Have you seen Wheel of Fortune? What is your favorite TV show?

(consider laminating the index cards for extended use)

Ask

Participants how it felt if they were not understood.

Your Presentation Notes

Ask

Participants to think about how the people they support might feel when they cannot be understood.

Say

Sometimes it is helpful for people to have a way to let someone know what's on their mind that they can carry with them. Some people might use a board that has letters on it, like a computer keyboard. They can point to the letters that spell words so someone can understand them. Some people have electronic systems that use pictures or symbols, or that attach to computer monitors. Some systems have a voice that repeats the word or sign or symbol that the person points to. Some people use pocket sized cards that can be stapled together so the person can use them when they are out.

Many communication books, boards and cards can be bought. You can make your own communication board or cards by using magazines, photographs, or using hand made drawings. Your homework for today's class was to bring in some pictures that will tell us about you and the things you like to do.

Today you will be making a communication system just for yourself. First you will attach your pictures to cards, adding whatever you see here that might help another person to know you better. When you have completed

Your Presentation Notes

Homework Assignment #2 for Session #3: Communication with Pictures

Sometimes it is helpful for people to have a way to let someone know what's on their mind that they can carry with them. Some people might use a board that has letters on it, like a computer keyboard. They can point to the letters that spell words so someone can understand them. Some people have electronic systems that use pictures or symbols, or attach to computer monitors. Some systems have a voice that repeats the word or sign or symbol that the person points to. Some people use pocket sized cards that can be stapled together so the person can use them when they are out.

Many communication books, boards and cards can be bought. You can make your own communication board or cards by using magazines, photographs, or using hand made drawings.

Your homework is to gather some pictures that will tell others in the class about you and the things you like to do. You will be communicating about a page of information if it were written. Your pictures can be photographs or pictures from magazines. Some material will be available in class, but you will want to bring the most important pictures to class with you.

your book, pick a partner and see if the partner can “hear” what you are saying. You can change partners several times, depending on time.

Do

Direct people to magazines, markers, index cards and glue sticks.

Assist people to punch holes in their cards and fasten the cards together.

Make sure people do not use words when meeting with their partner

Say

How did it feel to not be able to use words?

Were you able to find ways to be successful at communicating?

Did every communication partner understand the pictures you used?

Ask

What parts of today's class will you be able to use at work?

Let's turn to the homework assignment for your next class session.

Your Presentation Notes

Homework Assignment

Say

The next three sessions will be about wellness. You'll be talking about nutrition, exercise, health and safety precautions, prevention, medicine, signs and symptoms of illness or injury, and responding to individual health care needs. Your homework assignment for next time will be fun. You will be using a "One-Day Food Diary" to record what you eat and drink over a twenty-four hour period.

Do

Go over the directions on the homework assignment.

Say

Don't forget to look at the key words for the next session. If you need help, you can find the definitions in the **Key Word Dictionary** in Session #12 of your *Resource Guide*.

Any questions?

See you next time.

Your Presentation Notes

Home Work Assignment for Session #3: One-Day Food Diary

DIRECTIONS: In preparation for the module on *Wellness*, please track what you eat and drink over a 24-hour period, and record the information below. Please include water, coffee, tea, juice, and soda. Be sure to include meals out, snacks and “just grazing.” Include every pat of margarine, every spoonful of sugar, how much of what was on the sandwich, etc.

When?	What?	How much? (e.g., 16 oz. T-bone; bowl of cereal w/milk; etc.)
<i>BREAKFAST:</i>		
<i>Between BREAKFAST & LUNCH</i>		
<i>LUNCH</i>		
<i>Between LUNCH & DINNER</i>		
<i>DINNER</i>		
<i>Between DINNER & BREAKFAST the next morning</i>		

Now, please estimate the number of *servings*, from the six food groups in *The Food Pyramid* and indicate how many 8 oz. glasses of fluid you took in.

Food Group

No. of servings

BREAD, CEREAL, RICE & PASTA GROUP	_____
VEGETABLE GROUP	_____
FRUIT GROUP	_____
MILK, YOGURT, & CHEESE GROUP	_____
MEAT, POULTRY, FISH, DRY BEANS, EGGS, & NETS GROUP	_____
FATS, OILS, & SWEETS.....	_____
About how many 8 oz. glasses of fluid do you take in?.....	_____

THE FOOD PYRAMID

A GUIDE TO GOOD NUTRITION

FATS, OILS, & SWEETS
Use sparingly

MILK, YOGURT, & CHEESE GROUP

2-3 servings

One serving equals:

- 1 cup nonfat or lowfat milk or yogurt
- 1 1/2 oz. lowfat or nonfat cheese

MEAT, POULTRY, FISH, DRY BEANS, EGGS, & NUTS GROUP

2-3 servings

One serving equals:

- 2-3 oz. of cooked lean meat, poultry, or fish
- 1/2 cup cooked dry beans, 1 egg, or 2 tbsp. peanut butter count as 1/2 a serving

VEGETABLE GROUP

3-5 servings

One serving equals:

- 1 cup raw leafy vegetables
- 1/2 cup other vegetables, cooked or chopped raw
- 3/4 cup vegetable juice

FRUIT GROUP

2-4 servings

One serving equals:

- 1 piece of fruit (like a medium apple, banana, or orange)
- 1/2 cup chopped, cooked, or canned fruit, 3/4 cup of fruit juice

BREAD, CEREAL, RICE, & PASTA GROUP

6-11 servings

One serving equals:

- 1 slice of bread
- 1 tortilla
- 1 oz. ready-to-eat cereal
- 1/2 cup cooked cereal, rice, or pasta
- 1/2 bagel
- 4-6 crackers

What is the Food Guide Pyramid?

The Food Pyramid is a daily nutrition guide, to assist you in choosing a healthy diet. For good nutrition, choose a variety of foods each day, from each of the 5 food groups. Also, eat at least the recommended number of servings from each food group, so your body gets the nutrients it needs. Active people, children, teens, and pregnant women usually need more than the minimum daily servings listed above. To stay healthy you also need to get regular physical activity.

from the **Kaiser Permanente Healthwise Handbook**

If You Want to Read More About Communication

Communicate with Confidence: How to Say it Right the First Time and Every Time

by Dianna Booher (1994); R.R. Donnelly and Sons Company; ISBN: 0-07-006455-5

The book starts with a touching story about miscommunication, and goes on to give 23 chapters of practical and easy to read advice on improving communication in business as well as in our personal lives. Booher says that personally or professionally, communication is a life or death issue. The book has over 1,000 tips for improving communication, including how to ask questions, how to answer questions, apologizing, criticizing, and negotiating, among others.

Partners in Everyday Communicative Exchanges

by Nancy Butterfield, Michael Arthur and Jeff Sigafos (1995); MacLennan and Petty Pty Limited; ISBN: 0 86433 088 X

This book is written for teachers, speech pathologists, and everyone who may communicate with a person who has severe disability. It is complete with case studies and a chapter on challenging behavior. It contains workshop material for the person who may have to teach others about communication.

Augmenting Basic Communication in Natural Contexts

by Jeanne M. Johnson PhD, Diane Baumgart, PhD, Edwin Helmstetter, PhD, and Chris A. Curry MS (1996); Paul H. Brookes Publishing Co. Inc.; ISBN 1-55766-243-6

This book includes a step-by-step guide to completing an assessment of communication and creating a system for people with severe disabilities. Chapter 10, about Kevin will show the reader some systems that work.

Communicating in Sign: Creative Ways to Learn American Sign Language

by Diane P. Chambers (1998); Fireside; ISBN 0-684-83520-7

Language comes from the way we use our bodies to communicate and how we understand the emotions that are communicated to us. The five components of ASL are eye contact, facial expression, body language, mouth movements, and hand movements. Chambers walks the reader through these components, giving illustrated signs as well as offering a chapter on deaf culture.

For those who surf the web:

<http://www.deafworldweb.org/pub/a/asl.html> has a host of information about sign language in different languages, as well as ASL, and illustrates stories for someone learning to sign.

<http://www.familyvillage.wisc.edu/general/signlanguage.html> has several links to other sites for information about sign language. Many of the links get the reader to books and videos that might be helpful for the DSP.

There are several companies that sell communication aids. The DSP can check with a speech therapist for names of some of those companies.

References for this Session

Effective Listening Skills

by Dennis M. Kratz, Abby Robinson Kratz, Art James Productions,
Art James (May 1995); Irwin Professional Pub.; ISBN: 0786301228

Interpersonal Communication Skills

by Debra Sutch (May 1996); Careertrack Inc.; ISBN: 1559774886

Inter-Act : Using Interpersonal Communication Skills

by Rudolph F. Verderber, Kathleen S. Verderber (October 1997); Wadsworth Pub Co;
ISBN: 0534520561

Your Presentation Notes